**Experiencing Prejudice**

**Content**

Students will explore the context of experiencing prejudice. They will define prejudice and discuss the experience of prejudice in their own lives and as represented in the wider media particularly in sport – considering prejudice experienced by Nicky Winmar , Adam Goodes and Anthony Long as well as preconceptions, both positive and negative. Students will learn about how prejudice was expressed, experienced and condoned during the historical setting of Jasper Jones – in particular the segregation of Indigenous Australians and white Australia (White Australia policy). After this background setting students will explore different aspects of experiencing prejudice in the text Jasper Jones: the role of the narrative voice; judging by appearance; acceptance through sport; the impact of prejudice towards outsiders including Asian and Indigenous Australians. Class discussion, group work and complementary texts will enhance this analysis, such as comparing To Kill a Mockingbird and Jasper Jones in addition to considering international and indigenous incidences of prejudice such as the 1968 Black Power salute and the 1965 Freedom rides.

Students will need to understand what a context study is and how it differs from writing a text response. In response to prompts that relate to the context, students will refine their ability to express their ideas in writing for different audiences, purposes and forms as required for context study. They will draft and complete a range of writing activities such as: journal entries by characters in the text; newspaper articles about events that exemplify key types of prejudice; expository/persuasive/imaginative essays and other forms of writing.

**Key terms**

context study, prompt, expository, persuasive, imaginative, prejudice, preconception, racism, assumptions, Indigenous, White Australia Policy, segregation, sexism, discrimination

**Knowledge**

Students will know that:

* Prejudice is both learned and preconceived
* That society dictates preconceptions
* That family background, culture and socio-economic status can influence people’s beliefs
* That sport is a common area for acceptance
* Indigenous Australians and migrants were considered inferior
* The text is written by a contemporary author but set in an earlier time

**Skills**

Students will be able to:

* Analyse and brainstorm key concepts
* Read and analyse a text
* Compare and contrast texts
* Explore ideas in writing
* Analyse prompts, seeing the range of ideas that is possible
* Synthesise ideas from a range of texts and other sources to explore a prompt
* Write in a range of styles to explore a prompt

**Understanding**

Students will understand:

* The impact of prejudice on individuals and communities
* The history of Australia in terms of treatment of Indigenous Australians and migrants (White Australia Policy)
* The different standards and values of the time period
* The context of Australia’s involvement in the Vietnam War
* How the narrative perspective can shape the experience of reading
* That the chosen form for writing shapes the content in terms of audience and purpose

**Resources**

Jasper Jones (novel), To Kill a Mockingbird (film), short stories and news articles (to be selected).

**Learning Activities**

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| Learning Activity | Student Product | Formative/Summative |
| Introduce the unit – explain the concept of a context study. Focus on the idea of prejudice and producing writing in response to a text rather than studying the text itself.  Draw a prompt triangle on the board to show how a context piece is assessed: 1 point of the triangle is how well they explore ideas in relation to prejudice, 1 is how they draw directly from ideas from the main text (but they can use ideas from other texts and discussion), and the third point is their ability to write well in a particular form, for a particular purpose and audience. e.g. Charlie gives a speech as a successful writer looking back at how prejudice existed and affected his community 30 years ago.  *Style – Imaginative*  *Form – Speech*  *Purpose – To discuss the existence of prejudice and how it can affect a community.*  *Audience – Teenagers* |  |  |
| Students write in silence for one minute – describe what they believe prejudice is.  Discuss own definitions as a class and compare points of similarity and difference. Students are to then be given the dictionary definition of prejudice. Based on own idea and the formal definition students come up with their own final definition. | Students’ own writing about what prejudice is. Own definition and dictionary definition. | Formative |
| Create a lotus blossom concept map about prejudice with types, causes, effects of, how it is demonstrated and coping with prejudice as sub categories. Students to individually brainstorm examples for these categories, then complete a paired discussion and share responses with the class. Class to construct a collaborative lotus blossom on the board based on everyone’s ideas. | Lotus blossom diagram on prejudice.  Class discussion. | Formative |
| To discuss the experience of prejudice in their own lives, ask students to follow on from the ideas introduced in the lotus blossom map.  Students to respond to the following questions:   * Do you feel that you are prejudiced? Why?/Why not? * Do you feel that you have experienced prejudice? If so what was an example. * Do you believe prejudice is a learned behaviour? * Do you feel that a community could have an influence on prejudice? Why?/Why not?   Discuss student responses and ask them to keep these in mind as they complete the next activity. | Student responses to questions.  Class discussion based on questions. | Formative |
| Show class Power Point of photos of individuals. For each photo, students need to consider what their first thoughts are and immediately write these down.  Go through Power Point a second time, stopping to discuss student responses to individual photos.  Discussion should revolve around prejudices identified from the photos and why these responses immediately came to mind. Discussion should link with what student thoughts had been in previous activity about whether or not they felt they were prejudiced.  Post discussion; complete a reflection activity where students answer the same question again. | Student responses to photos.  Class discussion based on photos.  Student reflection. | Formative |
| Students take their understanding of own prejudices and move on to exploring prejudice in the wider media through focusing on Nicky Winmar, Adam Goodes and Anthony Long.  Teachers may wish to provide their own source material to explain the history of these AFL players and why they are significant or encourage students to perform their own research.  Article reading – Compare articles related to racial slur incidences involving Nicky Winmar and Adam Goodes.  Students to consider what the incidences were, why they occurred, their significance and controversy and final outcomes.  Following this, students should discuss the passage of time and how this has influenced the public’s reaction. Twenty year time span between one and the other.  Piece of opinionative writing on whether Eddie Maguire was wrong or a persuasive debate on what significance the 20 years played in the two events.  If you wish to explore prejudice in the wider media in greater detail, you can also look at the Power Point of prejudice images.  Students to view the images as a class then choose one image to focus on and analyse.  Responding to the image students need to answer:   * What type of prejudice is being conveyed in the image? * What the context of the image is? (may need to do further exploration) * What message the image is presenting? | Research regarding Nicky Winmar, Adam Goodes and Anthony Long.  Class discussion.  Student responses to articles.  Class discussion on the passage of time.  Piece of opinionative writing or persuasive debate.  Student analysis of an image | Formative  Formative  Summative  Formative |
| Use above as a lead in to begin background history of indigenous Australia in the setting of Jasper Jones.  Show Power Point discussing:   * White Australia Policy * Brief history of Indigenous Australia pre 1960s * Conditions of Indigenous Australians 1960s * Segregation in Australia * Vietnam War * Post WWII migration * 1960s Referendum | Teachers can set own questions on power point.  Class discussion based on these. | Formative |
| Provide students with a summary of the book – chapter summaries provided.  Students to read the summary considering what events or aspects of the novel relate to what has already been discussed about prejudice.  Complete 321 activity – 3 key messages the book is giving to the reader about prejudice, 2 questions they may have, 1 analogy. | 321 activity | Formative |
| Suggestions of what teachers may wish to cover in further study of the text:   * Use the characters Charlie, Jasper, Eliza, Laura, Jeffrey, Jeffrey’s parents, Mr Wishart and Mad Jack Lionel to explore discrimination * Use particular scenes to highlight community prejudice and positive pre-conceptions * Use particular scenes to understand the basis of underlying prejudice * Use particular scenes to show how sport can allow acceptance   Some scenes have been preselected and teachers can choose which they wish to use or discard. Up on the wiki. | Class discussion of selected scenes.  Optional: Teachers can set own questions based around selected scenes. | Formative |
| Students can undertake some short writing tasks such as:   * Rewrite a section of the text as a newspaper article * Rewrite a section of the text from a different narrative perspective * Character journal entry   Teachers can direct students to consider certain things related to prejudice and the setting as they attempt the different styles of writing.  Alternatively, teachers may wish to get students to write their own article about a topic linked to Indigenous affairs. See instruction sheet on wiki. | Short writing tasks. | Summative |
| To enhance student understanding of the main text, teachers may wish to view a complementary text such as To Kill a Mockingbird.  After viewing, discuss similarities and differences between Jasper Jones and To Kill a Mockingbird, particularly considering the historical setting.  Comparative handout available on the wiki. | Class discussion on similarities and differences between the two texts.  Comparative handout. | Formative |
| To further enhance student understanding of main text, teachers may wish to consider international and indigenous incidences of prejudice such as the 1968 Black Power salute and the 1965 Freedom rides. Links to resources on the wiki.  Teachers may select their own options in addition to these. | Class discussion. | Formative |
| Introduce students to the three styles that a prompt can be written in: expository, persuasive and imaginative. Teachers may wish to use Power Points provided to assist with this. See wiki.  Teachers may wish to complete either a series of mini prompts utilising the different styles or complete one proper practice prompt.  Draft and peer assess mini prompts or practice prompt and give feedback. Teachers may wish to encourage students to assess their own work. | Prompt responses | Summative |
| Complete a formal prompt under test conditions. | Prompt response | Summative |